CONTENTS OF VOLUME XIV

JANUARY 1978

PAGE

Stability of WISC-R Subtest Profiles for Learning Disabled Children. Monte D. Smith - 4
Sociometric Status and Behaviors of Emotionally Disturbed Children. Henry K. Kaplan and Ira Kaufman - 8
Identification of Gifted Students. John W. Otey - 16
A Comparison of Teacher Referral and Pupil Self-Referral Measures Relative to Perceived School Adjustment. William E. Davis - 22
The Role of Affective Traits in the Creative and Problem-Solving Performance of Gifted Urban Children. Toby Tetenbaum and John Houtz - 27
Personality Profiles and Dogmatism in Undergraduate Teacher Education Students. G. Robert Ward, Claude H. Cunningham and Mary Lue Summerlin - 33
The Training of School Psychologists in the United States: An Overview. Douglas T. Brown and John P. Lindstrom - 37
Making Sense of Reports on the Incidence of Behavior Disorder/Emotional Disturbance in School-Aged Populations. Frank H. Wood and Robert H. Zabel - 45
The Focus of Responsibility for Education of the Severely and Profoundly Retarded. Thomas A. Burton and Alfred Hirshoren - 52
Kindergarten Entrance Assessment: It Is Worth the Effort? Robert N. Wendt - 56
Measuring Growth in Education. Carl Reynolds and J. Ronald Gentile - 62
Self-Concept, School Self-Image, Satisfaction, and Improvement in an Alternative High School. W. Brendan Reddy, Daniel Langmeyer and Paule A. Steichen Asch - 66
Use of the Token Economy System to Intervene on a School-Wide Level. R. Glen Boegli and Barbara H. Wasik - 72
Effects of Reality Therapy Methods Applied in the Classroom. Donald F. Shearn and Daniel Lee Randolph - 79
Instruction in Basic Concepts and First-Grade Achievement. Fran Moers and Jerry Harris 84
Teacher Instructional Behavior Change Through Self-Control. Steven A. Szykula and Mark A. Hector - 87
The Effect of Facilitative Communication Training on Teacher Response Quality. Lynette Long, Louis V. Paradise and Susan Coleman - 95
Regular Class Teachers' Perceptions of Transition Programs for EMR Students and Their Impact on the Students. Donald L. MacMillan and C. Edward Meyers - 99
Locus of Control and Achievement Motivation—Critical Factors in Educational Psychology. Roland K. Yoshida and Kenyon S. Chan - 104
Affective and Associative Qualities in the Learning Styles of Chicanos and Anglos. Raymond T. Garza - 111
An Examination of the Use of Audiovisual Media in Reducing Prejudice. Betsy Bosak Houser 116
Relationship Between NonWestern Teacher Attitudes Toward Pupils and Their Authoritarianism. John C. Moracco and Agnes Develtian - 123
Books Reviews by: Gilbert R. Gredler - 127
Books Received Recently - 142
Test Reviews by: Alan Krichev - 145

APRIL 1978

Note on the Norms for the WRAT. A. B. Silverstein - 151
Correlations Between WISC-R Subtests and Verbal, Performance, and Full Scale IQ Scores for Minority Group Children. Hubert "Booney" Vance, Norman Hankins and Fred H. Wallbrown - 154
A Factor Analysis of Reading Attitudes Along with Measures of Reading Achievement and Scholastic Aptitude. Fred H. Wallbrown, Dorotha H. Brown and Ann W. Engin - 160
A Comparison of Factor Structures of the WISC and WISC-R. Mark Swerdlik and John Schweitzer - 166
The WISC-R as a Predictor of Wide Range Achievement Test Performance. Robert L. Hale 172
An Analysis of the Factor Structure of the WISC-R and the Effect of Color on the Coding Subtest. Thomas J. Lombard and Robert G. Riedel - 176
Bender-Gestalt Test and Social Interactions of Kindergarten Children: Effects of Socialization Practices. Michaela Lifshitz - 180
WISC-R Subtest Patterns of Severely Emotionally Disturbed Students. Harry A. Hamm and J. Gary Evans - 188
Increased Reliability of an Objective Personality Measure for Children. Eugene A. Baker, Douglas G. Ullman and Michael D. Stein - 191
A Comparison of the Visual Aural Digit Span and the Bender-Gestalt as Discriminators of Low Achievement in the Primary Grades. Donald E. Carter, A. June Spero and James A. Walsh - 194

PAGE

WISC-R Patterns for Learning Disabled Children at Three SES Levels. Salvatore A. Zingale and Monte D. Smith - 199
Assessment Myths and Current Fads: A Rejoinder to a Position Paper on Nonbiased Assessment. Alexander Tolor - 205
Parental Evaluation of Psychoeducational Reports: A Case Study. Romeria Tidwell and Jack Wetter - 209
Attribution in the Classroom: How Just is the Just World? Harold W. Richey and Marjorie A. Richey - 216
An Intern's Experience: Only the Name School Psychologist Remains the Same. Ervi I. Farkas - 223
Learning Disabilities and Reading Disorders: A Current Assessment. Gilbert R. Gredler 226
Effects of a School Consultation Program Upon Referral Patterns of Teachers. David R. Ritter - 239
An Approach to Training School Psychologists in Career Education. Frederic J. Medway 243
The Practice of Defensive Psychology. Donald A. Lupiani - - - - - - - - - - 246
Regular and Special Class Teachers' Perceptions of Normal and Exceptional Children and their Attitudes toward Mainstreaming. Judy Moore and Marvin J. Fine - - - - 253
An Examination of Contemporary Elementary School Affective Education Programs. Frederick J. Medway and Robert C. Smith, Jr. - - - - - - - - - - - - - - 260
Pharmacologic Treatment and Behavior Therapy: Allies in the Management of Hyperactive Children. James E. McDonald - - - - - - - - - - - - - - - - - - 270
Effect of EMR Placement Models on Affective and Social Development. Thomas J. Kehle and John Guidubaldi - 275
Relationships Between Family Background Problems and the School Problems and Competencies of Young Normal Children. Mary F. Boike, Ellis L. Gesten, Emory L. Cowen, Robert D. Felner and Raymond Francis - - - - - - - - - - - - - - - - 283
Leviton is Wrong on the Use of Corporal Punishment. Anthony F. Bongiovanni and Irwin Hyman - 290
Response to Bongiovanni and Hyman. Harvey S. Leviton - - - - - - - - - - 291
An Approach to Investigate Anxiety and Hostility in Consultee-Centered Consultation. Joel Meyers, Michael P. Freidman, Edward J. Gaughan, Jr., and Norman Pitt - - - - 292
The Relationships Between First Name Desirability and School Readiness, IQ, and School Achievement. Thomas V. Busse and Louisa Seraydarian - - - - - - - - 297
The Interaction of Student Satisfaction, Dogmatism, and the Structure Dimension of Teacher Directiveness. Stewart J. H. McCann and Marshall L. Hamilton - - - - - 302
Reviews by: Gilbert R. Gredler, Hubert Vance, James A. Wakefield, Jr. - - - - - 310

JULY 1978

Reliability of the Peabody Picture Vocabulary Test: A Review of 32 Selected Research Studies Published Between 1965 and 1974. Sandra Bochner - - - - - - - - - - - 320
The Bender-Gestalt Test: A Review of Reported Research with School-age Subjects, 1966-1977. Pepper D. Buckley - 327
Comparability of the WISC and the WISC-R in Normal Children of Divergent Socioeconomic Backgrounds. June M. Tuma, Alan S. Applebaum and David E. Bee - - - - - - 339
Correspondence Across Three Ethnic Groups of Constructs Measured by the Iowa Tests of Basic Skills. Bruce Thompson, Herbert L. Alston and Michael W. Say - - - - 347
Comparison of the WISC-R and PPVT for a Group of Mentally Retarded Students. Hubert "Booney" Vance, Karen K. Prichard and Fred H. Wallbrown - - - - - - - 349
Relationship Among McCarthy Scales of Children's Abilities, WPPSI, and Columbia Mental Maturity Scale. Betty L. Phillips, Richard A. Pasewark and Robert C. Tindall - 352
The Boehm Test of Basic Concepts as a Predictor of Academic Achievement in Grades 2 and 3. Erika Steinbauer and Marc S. Heller - - - - - - - - - - - - - - 357
Personality Variables of Children Nominated as Emotionally Handicapped by Classsroom Teachers. Walter J. Harris, Dennis R. King and Robert J. Drummond - - - - 361
Loss of Loved Ones and the Drawing of Dead or Broken Branches on the HTP. Venus Bluestein - 364
The Assessment of Minority Students: Are Adaptive Behavior Scales the Answer? Leonard Baca and Hermes Cervantes - - - - - - - - - - - - - - - - - - 366
Note on the Construct Validity of the ITPA. A. B. Silverstein - - - - - - - - 371
Who's Calling the Plays in School Psychology? James E. Ysseldyke - - - - - - - 373
Encountering the Family System in School-Related Behavior Problems. Alexander H. Smith Jr. - 379
Self-Concept and Self-Esteem Reexamined. Robert B. Germain - - - - - - - - 386
A Review of Educators' Attitudes Toward Handicapped Children and the Concept of Mainstreaming. Cara Alexander and Phillip S. Strain - - - - - - - - - - - - 390
Erase the Lines of Demarcation: The Counselor, the Psychologist, and the Assessment Process. Kathryn Clark Gerken and Joan Minney - - - - - - - - - - - - - - 397
A Rational-Emotive Therapy Approach to Consultation. Susan G. Forman and Bruce D. Forman - 400
The Impact of Resource Programs Upon the Self-Concept and Peer Acceptance of Learning Disabled Children. Joseph B. Sheare - - - - - - - - - - - - - - - 406

PAGE

Behavior Change Strategies for Reducing Disruptive Classroom Behavior. D. Patricia Page and R. P. Edwards - 413
Decreasing "Obscene" Language of Behaviorally Disordered Children Through the Use of a DRL Schedule. Michael H. Epstein, Alan C. Repp and Douglas Cullinan - - - - 419
Effects of Feedback Timing and Motivational Content on Teachers' Delivery of Contingent Social Praise. Beverly L. Lewis and Phillip S. Strain - - - - - - - - - - - - 423
Stability of Self-Esteem Ratings and Their Relation to Academic Achievement: A Longitudinal Study. Rosalyn A. Rubin - 430
Predicting Student Self-Concept, Anxiety, and Responsibility from Self-Evaluation and Self-Praise. Peter J. Brady, Cyril I. Figuerres, Donald W. Felker and Wayne M. Garrison 434
Locus of Control and Students' Perceptions of Three Counseling Techniques. A. Michael Dougherty, Arthur M. Horne and Duane G. Ollendick - - - - - - - - - - - - 439
Effects of Test Anxiety on Performance, Worry, and Emotionality in Naturally Occurring Exams. Jerry L. Deffenbacher and Sheila R. Deitz - - - - - - - - - - - - 446
Behavior Ratings of Emotionally Disturbed Children by Teachers, Parents, and School Psychologists. John D. Morris and David Arrant - - - - - - - - - - - - - - 450
Books Reviews by: Gilbert Gredler, Frederic J. Medway - - - - - - - - - - - - 456
Books Received Recently - 463

OCTOBER 1978

A Comparison of the Stanford-Binet Intelligence Scale and the McCarthy Scales of Children's Abilities with Preschool Children. Kathryn Clark Gerken, Kathryn Annette Hancock and Teresa Hartung Wade - 468
Direct Assessment of Behavioral and Emotional Problems. Donald J. Dickinson - - - - 472
Factor Analysis of WISC-R Scores for Children Identified as Learning Disabled, Educable Mentally Impaired, and Emotionally Impaired. Douglas L. Schooler, Michael C. Beebe, and Thomas Koepke - 478
Examiner Scoring of Ambiguous WISC-R Responses. Jerome M. Sattler, John R. Andres, Lisa S. Squire, Rick Wisely and Christopher F. Maloy - - - - - - - - - - - - - - 486
A Quick-Scoring Guide to the Interpretation of Children's Kinetic Family Drawings (KFD). Cecil R. Reynolds - 489
Adolescent Personality Theory and Adolescent Reading Instruction. Girard Giordano - - 492
Suitability of the California Abbreviated WISC for WISC-R Subtests with Mentally Retarded and Slow Learner Children. Carol Lee Erikson, Steven H. Byrd and Theresa A. Milon - 498
Using a Control Group to Evaluate a Resource Room Program. James O. Rust, Larry S. Miller and William H. Wilson - 503
The Slosson as a Predictor of Wide Range Achievement Test Performance. Robert L. Hale, Barbara Douglas, Ann Cummins, Gwen Rittgarn, Becky Breed and Debbie Dabbert 507
Changes in Education and the Rights of Children. Roger Reger - - - - - - - - - - 510
A New Role for School Psychologists—Who Needs It? Wayne E. Miller - - - - - - - 514
School Psychology—Why is the Profession Dying? Mabel E. Hayes and Theodore Nat Clair 518
Adults Can be Discipline Problems Too! Daniel Linden Duke - - - - - - - - - - 522
Pariah or Paragon? Student Teachers' Evaluations of Enrolling Mentally Ill Students. Dene S. Berman and Patricia Brown Fry - 529
Applications of Desensitization Procedures for School-Related Problems: A Review. H. Thompson Prout and John R. Harvey - 533
The Odd Couple: Effective Public Schools/Mental Health Joint Programming to Provide Educational/Therapeutic Services to Emotionally Disturbed Students and their Families. Joseph B. Sheare and Charles C. Larson - - - - - - - - - - - - - - - - - - 542
The Training and Analysis of Consultation Process Using Transactional Analysis. Richard Parsons and Joel Meyers - 545
Four Alternative Approaches to the Family/School Liaison Role. Michael David Loven - - 553
Relation of Psycholinguistic Development to Imaginative Play of Disadvantaged Preschool Children. Gregory J. Jurkovic - 560
Teacher Preference for Various Positive Reinforcements. Jeffrey L. Derevensky and Malcolm I. Rose - 565
Nonverbal Behavior in the Classroom. Harold W. Richey and Marjorie H. Richey - - - 571
Teachers' Perceptions of the School Psychologist as a Function of Teaching Experience, Amount of Contact, and Socioeconomic Status of the School. Laura J. Kahl and Marvin J. Fine 577
The Value of Parental Report of Family Histories of Reading Disorders and Pregnancy and Birth Complications in Reading Disabled and Normal Children. Robert P. Rugel - - 583
Students' Reactions to Teachers' Physical Attractiveness and Nonverbal Behavior: Two Exploratory Studies. Alan L. Chaikin, Barry Gillen, Valerian J. Derlega, James R. K. Heinen and Midge Wilson - 588
End-Of-Course and Long-Term Retention Outcomes for Mastery and Nonmastery Learning Paradigms. Douglas R. Glassnap, John P. Poggio and John C. Ory - - - - - 596
Book Reviews by: Gilbert R. Gredler, Cynthia Lewis, John S. Baird, Hubert B. Vance, James A. Wakefield, Jr. - 604
Books Received Recently - 611
Subject Index - 613
Author Index - 617